

## MOSCOW CHARTER SCHOOL

Sponsoring District: Moscow School District

LOCATION: Moscow	OPENING DATE: August 15, 1998
GRADE LEVELS: K-6th	STUDENT/FTE TEACHER RATIO: 15 to 1 STUDENT/ADULT RATIO: 9.5/1
ADMISSIONS POLICY: Open admission. Lottery system is used for enrollment when more students apply for admission than we have slots available.	
STUDENT ORGANIZATION: Multi-grade K, 1 <sup>st</sup> , 2 <sup>nd</sup> /3 <sup>rd</sup> , 3 <sup>rd</sup> /4 <sup>th</sup> , 5 <sup>th</sup> /6 <sup>th</sup> ; Multi-age (based on grade assignments); Skill level	
FACILITY: <input type="checkbox"/> Permanent <input checked="" type="checkbox"/> Temporary	
STUDENT PROFILE: Asian/PacIs: 2.6%   Free/reduced lunch eligibility: 28% Black: 1.3%   Special needs: 7% Hispanic: 2.6%   LEP: 0% Native Am: 1.3%   Title I: 10% White: 92.2%   Children of organizers: 5%  Males: 69%   Females: 31%	
MISSION: To provide a positive and secure academic and physical learning environment for each child. Each child will be instilled with a lifetime love of learning and the ability to learn how to learn. Each child will be assisted in developing a strong sense of self worth and respect for others and the world around them. Finally, each child will be encouraged to recognize his or her own ability to contribute something unique to our society.	

EDUCATIONAL PROGRAM	<b>Check all characteristics that can be used to describe your school's program.</b>		<input checked="" type="checkbox"/>	
	Block Scheduling	<input type="checkbox"/>	Multiage/Grade	<input checked="" type="checkbox"/>
	Character Instruction	<input checked="" type="checkbox"/>	Multiple Intelligences	<input checked="" type="checkbox"/>
	Core Knowledge Basic Skills	<input checked="" type="checkbox"/>	Service Learning	<input type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/>	Technology As Major Focus	<input checked="" type="checkbox"/>
	Foreign Language At All Grades	<input checked="" type="checkbox"/>	Thematic/Interdisciplinary	<input checked="" type="checkbox"/>
	Hands-On	<input checked="" type="checkbox"/>	Year-Round	<input type="checkbox"/>
	Individual Education Plans	<input checked="" type="checkbox"/>	Project Based	<input checked="" type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>
	<i>Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:</i> The Moscow Charter School has an emphasis on technology and the arts. A component of our math program includes computer programming, robotics, spreadsheet and data base programming for all 3 <sup>rd</sup> through 6 <sup>th</sup> graders. An additional technology course is offered that includes digital video and editing, robotics design, computer assisted design, and multi-media programming. The Arts program consists of an integrated thematic approach through dance, art, music and theater. All students at the school receive classes in this area from specialized teachers. A school wide theater production is written and produced each year by the students and faculty at the school			
	<b>Check all assessments that your school uses to gauge student performance.</b>		<input checked="" type="checkbox"/>	
	Idaho Reading Indicator	<input checked="" type="checkbox"/>	ACT	<input type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT	<input type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/>	(ACT) COMPASS	<input type="checkbox"/>
	Direct Science Assessment	<input type="checkbox"/>	(ACT) PLAN	<input type="checkbox"/>
	Direct Social Studies Assessment	<input type="checkbox"/>	PSAT	<input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	Portfolios	<input checked="" type="checkbox"/>
	Test of Achievement and Proficiency	<input type="checkbox"/>	Individual Education/Learning Plans	<input checked="" type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/>	District/School Criterion Ref'd Tests	<input type="checkbox"/>
			Selected Individualized Tests	<input checked="" type="checkbox"/>
	Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: The state mandated standardized tests are considered in context with skill referenced data we generate utilizing individually administered pre and post test in the areas of reading, writing, and mathematics. Aggregate test data are used to determine the adequacy of the instructional program for each student. In addition, aggregate data are analyzed in conjunction with individual portfolios to assess strengths and weaknesses in the general curriculum.			

## STUDENT ACHIEVEMENT DATA

<i>ITBS</i>			
Grade	Moscow Charter School		Moscow School District
<i>Reading</i>			
6	80		71
5	80		68
4	52		67
3	84		64
<i>Language</i>			
6	58		63
5	46		59
4	38		53
3	83		58
<i>Mathematics</i>			
6	81		55
5	62		63
4	43		60
3	80		55

*Direct Writing Average 4<sup>th</sup> Grade*  
1.9

*Direct Math Average 4<sup>th</sup> Grade*  
2.9

### IRI Data Chart

*IRI Fall 2000*

	<i>AT GRADE LEVEL</i>	<i>NEAR GRADE LEVEL</i>	<i>BELOW GRADE LEVEL</i>
<i>K</i>	58%	42%	0%
<i>1</i>	54%	23%	23%
<i>2</i>	82%	9%	9%
<i>3</i>	60%	33%	7%

*IRI WINTER 2001*

	<i>ATGRADE LEVEL</i>	<i>NEAR GRADE LEVEL</i>	<i>BELOW GRADE LEVEL</i>
<i>K</i>	50%	14%	36%
<i>1</i>	46%	46%	8%
<i>2</i>	85%	0%	15%
<i>3</i>	60%	20%	20%

***Moscow Charter School Individualized Basic Skills Assessment Program***  
*Grades 1-6*

Reading (WIAT)

	<u># At 50% and above</u>	<u>Total Testing Completed</u>
6 <sup>th</sup>	1	2
5 <sup>th</sup>	8	8
4 <sup>th</sup>	8	10
3 <sup>rd</sup>	7	7
2 <sup>nd</sup>	6	12
1 <sup>st</sup>	9	14

Math (Keymath Compotator +, -, \*, /)

	<u># At 50% and above</u>	<u>Total Testing Completed</u>
6 <sup>th</sup>	2	2
5 <sup>th</sup>	7	8
4 <sup>th</sup>	6	10
3 <sup>rd</sup>	7	7
2 <sup>nd</sup>	12	12
1 <sup>st</sup>	Not tested	14

TOWL Writing

	<u># At 50% and above</u>	<u>Total Testing Completed</u>
6 <sup>th</sup>	0	2
5 <sup>th</sup>	6	8
4 <sup>th</sup>	5	10
3 <sup>rd</sup>	4	7

Additional data are generated utilizing selected parts of the Brigance Comprehensive Inventory of Basic Skills and other individually administered diagnostic tests (WIAT, KEY MATH, TOWL, etc.) if a student shows a significant need we generate data to use as a basis for altered programming. Our post testing is in process. We have to complete 1<sup>st</sup> grade math using the Peabody Individual Achievement Test. We will project completion of post testing with in the next month.

<b>STUDENT AND SCHOOL PERFORMANCE GOALS:</b>	<b>Level of Accomplishment</b>	<b>Information Source</b>
♦ To provide a child-centered environment that will instill in each student a goal for lifetime learning and a strong sense of self-worth.	Exceeded <b>Met</b> <b>Partially Met</b> Did Not Address	*Curriculum/class placement allows flexibility in placement *Individual portfolios.
♦ To provide a well-rounded curriculum that will allow each student to recognize his or her talents and ability to contribute something unique.	Exceeded <b>Met</b> Partially Met Did Not Address	*List of special classes provided. *Variety of curricular offerings allows us to identify & honor individual strengths.
♦ To design lessons that include multiple modalities that will allow each student to recognize and utilize his or her own individual learning strategies	<b>Exceeded</b> <b>Met</b> <b>Partially Met</b> Did Not Address	*Variety of specialist/integrated instructor through school wide theme based instruction.
♦ To provide each student with a sense of control and mastery over technology as it relates to the learning process as well as solving real life problems in a global community.	Exceeded <b>Met</b> Partially Met Did Not Address	*Refined technology curriculum. *Updated network lab software. *School wide theme based Mars Millennium project.
♦ To create a foundation for learning upon which students can build and maintain successful careers in professions of their own choosing.	<b>Exceeded</b> <b>Met</b> Needs Improvement Did Not Address	*ITBS achievement *Individualized portfolios *Skills based pre and post testing
♦ To encourage a sense of personal balance by creating an appreciation of the arts and an understanding of the role fitness and good health play in a positive lifestyle.	<b>Exceeded</b> <b>Met</b> Partially Met <b>Did Not Address</b>	*Curriculum offerings demonstrate a wide range of courses in the arts. *Annual theater production (students participate in all phases of the production).
♦ To provide each student with a sense of community through frequent contact with the local culture in the form of guest speakers and field trips.	<b>Exceeded</b> <b>Met</b> Partially Met Did Not Address	*Field Trip lists *Lists of specialized instructors *Guest speaker list
♦ To create programs where respect for others and the environment is a priority.	Exceeded <b>Met</b> Partially Met Did Not Address	*Observation of school atmosphere *Hiring of a specialist in environmental education. *Development of a school wide behavior management program.

GOVERNANCE		Highlight One: P=Parent S=Staff   ST=Student CM=Community Member				Length of time in current position		Highlight One: E=Elected A=Appointed		<i>Responsibilities of each individual</i>	
	School Board	<b>P</b>	S	ST	CM	2		E	<b>A</b>	Board Chair	
		<b>P</b>	S	ST	CM	2		E	<b>A</b>	Board Member	
		P	S	ST	<b>CM</b>	1		E	<b>A</b>	Board Member	
		<b>P</b>	S	ST	CM	2 mth		E	<b>A</b>	Board Member	
		P	S	ST	<b>CM</b>	2 mth		E	<b>A</b>	Board Member	
		<b>P</b>	S	ST	CM	2 mth		E	A	Board Member	
		❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Frequency with which the board convenes: Once a month ❖ General meeting times: Last Thursday of each month ❖ Describe how meetings are posted to the public: newsletter and bulletin board									
		Title				Length of time in current position		Also teaches in classroom		<i>Responsibilities of each individual</i>	
	Administration	Executive Director				3		<b>Y</b> N		General administration-day to day operations-teaches technology- curriculum review and development-teacher evaluation	
		Principal				3		Y <b>N</b>		Student and teacher evaluations-day to day operations-curriculum development	
		Name				# P	# S	# ST	# CM	<i>Responsibilities of each committee</i>	
	Committees	Building Committee				3		1		Meet with the architects and engineers to define the direction for the new school.	
		Curriculum Committee								Refine the existing curriculum	
		Communications committee								Process and define parent and staff concerns for presentation to the board.	

FINANCIAL	1998-1999	1999-2000	2000-2001
Estimated Cost Per Student	\$3,500	\$5,000	\$4,200
Operating Budget	\$89,000	\$415,000	\$434,000
Sources Of Funding	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input type="checkbox"/> Grants</p> <p><input type="checkbox"/> Donations</p> <p><input type="checkbox"/> Other_____</p> <p>Additional Federal Funding:</p> <p>♦ Students identified  <input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> <p>♦ If yes, receiving all funding or services as qualified:  <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Don't Know</p> <p>♦ Describe how funding is utilized:</p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input checked="" type="checkbox"/> Grants</p> <p><input type="checkbox"/> Donations</p> <p><input type="checkbox"/> Other_____</p> <p>Additional Federal Funding:</p> <p>♦ Students identified  <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>♦ If yes, receiving all funding or services as qualified:  <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Don't Know</p> <p>♦ Describe how funding is utilized:</p> <p>Providing special education for two students</p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, <u>\$319,000</u></p> <p>Enhancement \$:</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input checked="" type="checkbox"/> Grants    <u>\$115,000</u></p> <p><input type="checkbox"/> Donations    \$_____</p> <p><input type="checkbox"/> Other _____  \$_____</p> <p>Additional Federal Funding:</p> <p>♦ Students Identified  <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>♦ If yes, receiving all funding or services as qualified:  <input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No    <input type="checkbox"/> Don't Know</p> <p>♦ Describe how funding is utilized:  Special education</p> <p>Do you participate in district discussion on how to spend federal dollars? <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No  <i>Communication is still limited in this area.</i></p>
Debt	None	None	<b>None</b>

OTHER	1998-1999	1999-2000	2000-2001
Student Attendance Rate	95%	95%	
Student Discipline			# suspensions to date: % of students: 0 # expulsions to date: % of students: 0 # of referrals to date: 0 % of students:
Student Enrollment	Total: 32 Waiting List: 0	Total: 64 <b>Waiting List: 4</b>	Total: 71 Waiting List: 5
Number Of Students Leaving Mid-Year	#: 6 Reasons For Leaving: Families moved to another area.	#: 8 Reasons For Leaving: 6 Families moved to another area. 2 The parents of these siblings were dissatisfied with the curriculum.	Reasons For Leaving: # Dropped out: 0 # Transferred: 9 # Transferred In: 9 3 Families moved to another area 6 were dissatisfied with the curriculum



<b>OTHER <i>cont.</i></b>	<b>1998-1999</b>	<b>1999-2000</b>	<b>2000-2001</b>
Staff Development Opportunities	Accelerated Reader Training (staff)	Breakthrough to literacy Training (staff)  Waterford Reading Program Training (staff)	Reading Workshop  Accelerated Math Training  Portfolio Dev. Training
Teacher Qualifications	# FT: 2    # PT: 1  # Certified: 3  Avg. Teaching Experience: 4.3 Years  # with MA Degree: 1  # Teaching In Areas Outside Endorsements: 0	# FT: 4    # PT: 0  # Certified: 4  Avg. Teaching Experience: 6.5 Yrs  # with MA Degree: 1  # Teaching In Areas Outside Endorsements: 0	# FT: 5    # PT: 1  # Special Ed Endorsements: 1  # Non-Certified Giving Instruction: 0  Avg. Teaching Experience: 3 Yrs  # with MA Degree: 0  # Teaching In Areas Outside Endorsements: 0
Number of Departing Staff	#: 2 Reasons For Leaving: Other job Pregnancy	#: 2 Reasons For Leaving: Husbands obtaining job elsewhere in both cases.	#: 1 Reasons For Leaving: Did not agree with school philosophy

OTHER <i>cont.</i>	1998-1999	1999-2000	2000-2001
Parent Involvement	Hours: 3 hours per week Types of Involvement: Classroom assistance, lunchroom and library	Hours: 10 hours per week Types of Involvement: Classroom assistance and library Committee involvement	Hours/month: 80 Types of Involvement: Library, fundraising Estimated number of parents participating: 10
<b>Other Volunteers</b> (e.g., Community Involvement)	40 Total Hours/Year 40 Classroom Hours/Year	100 Total Hours/Year 50 Classroom Hours/Year	600 Total Hours/Year 50 Classroom Hours/Year Business Partnerships: None
Transportation			Drive/Are driven in private cars: 86% Public transportation: 2% School bus/District transport: 10% Walk/Bike: 2% Other: 0%
Lunch Services			Hot lunch provided for students <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No # times per week: 5
Other Student Services			Counseling <input checked="" type="checkbox"/> On site <input checked="" type="checkbox"/> Through district Special Education <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district After School Programs <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district